

# **Welcome**

## **Chapter 55, Accreditation Standards Review Update 2011 MCEL**

**Presented By: Dennis Parman  
Deputy Superintendent**



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# Agenda

- **Where have we been?**
- **What have we done?**
- **Where are we going?**



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# Where Have We Been?



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# Voting Task Force Members

Sharon Applegate - CSPAC

Holly Bailey - School Administrators

Sue Brown - Secondary Teachers

Nancy Coopersmith - Office of Public Instruction

Bob Currie - MT Digital Academy

John Edwards - Board of Public Education

Marco Ferro - MEA-MFT

Mary Ellen Fitzgerald - County Superintendents

Jim Germann - School Administrators

Dee Hensley-Maclean - Montana PTA

Callie Langohr - School Administrators

Erin Lipkind - County Superintendents

Bill McCaw - Postsecondary Educators

Lance Melton - School Boards of Montana

Claudette Morton - MT Small Schools Alliance

Dave Puyear - MT Rural Education Assn.

Joe Rapkoch - School Administrators

ChrisTina Rehbein - Elementary Teachers

Linda Reksten - School Administrators

Mike Reynolds - School Administrators

Mary Ruby - School Trustees

Darrell Rud - School Administrators

Corri Smith - MT Indian Educators

Chris Stout - School Administrators

Lorrie Tatsey - Secondary Teachers

Ruth Uecker - School Administrators

Tena Versland - School Administrators

Leslie Weldon - School Trustees



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# Meetings To Date

- October 12-13, 2011
  - September 13-14, 2011
  - July 26-27, 2011
  - June 23-24, 2011
- 
- May 16-17, 2011
  - December 13-14, 2010
  - November 15-16, 2010
  - September 29-30, 2010
  - July 19-20, 2010
  - June 18, 2010
  - April 16, 2010



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# Next Meeting

December 13 and 14, 2011

All Meetings are in Helena. We do not have budget to hold these meetings throughout the state.

All meetings have scheduled times for public input.



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# Major Charges From Superintendent Juneau

- Review current rules and processes and ensure they work for Montana schools today.
- Consider a blended model of accreditation including a performance component.
- Develop a system providing more flexibility options for schools to maintain the delivery of quality programs and services through alternative means.
- Develop a framework for teacher and school leader evaluation.



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# Getting Everyone Up To Speed

- As the process started, not all Task Force members had the same background and understanding of what the Accreditation Standards were or how they impacted schools.
- Before critical decisions could be made the leadership of the Task Force believed that all members needed to be closer in their understanding of what the Accreditation Standards were or how they impacted schools.



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# Hearing From Constituent Groups

- Representatives from constituent groups were invited to prepare and present their positions and recommendations on rules that impacted specific groups such as librarians, counselors, nurses, .....



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# Researching Other States Using Performance Elements in Accreditation Processes

- Colorado, Kansas, and Missouri systems were researched and presented to the Task Force regarding accreditation systems that included or were based on school/student performance elements.
- Almost all of the lessons learned from this work were “what not to do”, which was very helpful toward ensuring we did not repeat mistakes made by others.



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# Phase I Work

- After the previously described work was nearing its conclusion, the Co-Chairs coined the initial work on the rules themselves as Phase I and the goal of that work was to go through the rules as they were and prepare an initial set of recommendations for the Task Force to consider without including a blended model component.
- This Phase is NOT complete.



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# Phase II Work

- Somewhat simultaneously with the preparation for Phase I, the Task Force reviewed concepts regarding performance elements being added to accreditation process to create a blended accreditation model. Numerous iterations of these concepts came from this work and reactions of the Task Force were used to mold the next iterations.
- Eventually we reached a point where it became apparent that until Phase I was completed, Phase II needed to somewhat be put on hold.



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# Phase III Work

- Once Phase I, rewriting the rules, is complete and consensus is reached on Phase II, adding performance elements to the accreditation process to create a blended model, Phase III will consist of melding these two components and make sure they work together.



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# What Have We Done?

(recently)

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# September 14 meeting

At the September 14 meeting the Co-Chairs wanted to start to clearly separate out chunks of the rules where there was agreement and not agreement among the Task Force Members.

For this first step, the Co-Chairs wanted to identify those rules where there was complete, unanimous consensus while honoring any individual Task Force member, for any reason not able or willing to agree with the language considered.

Any one individual for any reason was able to give a “thumbs down” on any rule without expectation of an explanation.

We were able to separate the entire Chapter 55 into 3 groups:  
1) Complete unanimous consensus. 2) Minor revisions were required. or 3) Far more discussion was required.



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## **Administrative Rules Being Considered:**

[10.55.601 Procedures,](#)

[10.55.602 Definitions,](#)

[10.55.603 Curriculum & Assessment,](#)

[10.55.604 Variances to Standards](#)

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10.55.701 Board of Trustees,

10.55.702 Licensure and Duties of District  
Administrator – District  
Superintendent

10.55.703 Licensure and Duties of School  
Principal

10.55.704 Administrative Personnel:  
Assignments of District  
Superintendents

10.55.705 Administrative Personnel:  
Assignments of School  
Administrators/Principal

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10.55.706 Teacher Involvement

10.55.707 Teacher and Specialist Licensure

10.55.708 Teaching Assignments

10.55.709 Library Media

10.55.710 Assignment of School Counseling  
Staff

10.55.711 General: Class Size and Teacher  
Load

10.55.712 Class Size: Elementary

10.55.713 Teacher Load and Class Size: High  
School, Junior High, Middle School,  
and Grades 7 and 8 Budgeted at  
High School Rates

10.55.714 Professional Development

10.55.715 Instructional Aides: Qualifications  
and Supervision

10.55.716 Substitute Teachers

10.55.717 Wellness Services

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[10.55.801 School Climate](#)

[10.55.802 Opportunity and Educational Equity](#)

[10.55.803 Learner Access](#)

[10.55.804 Gifted and Talented](#)

[10.55.805 Special Education](#)

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10.55.901 Basic Education Program:  
Elementary

10.55.902 Basic Education Program:  
Middle Grades

10.55.904 Basic Education Program Offerings:  
High School

10.55.905 Graduation Requirements

10.55.906 High School Credit

10.55.907 Distance, Online, and Technology  
Delivered Learning

10.55.908 School Facilities

10.55.909 Student Records

10.55.910 Student Discipline Records

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10.55.1001 District's Responsibilities for  
Program Delivery Standards

10.55.1002 Program Foundational Standards



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**Standards of Accreditation Chapter 55  
Recommended Changes for Consideration ARM 10.55.601-606  
September 2011**

| OK for Now | Needs Work | 10.55.601 ACCREDITATION STANDARDS: PROCEDURES   |
|------------|------------|---|
| X          |            | (1) The Board of Public Education adopts standards of accreditation upon the recommendation of the State Superintendent of Public Instruction.  |
| X          |            | (2) The board and the Office of Public Instruction establish procedures and schedules for reviewing the accreditation status of each school.  |
|            | X          | (3) To ensure continuous education improvement, the school district shall develop, implement, <u>and evaluate</u> , <del>and revise a five-year comprehensive education a</del> <u>continuous school improvement plan. This plan shall be reviewed on a yearly basis to reflect a continuous improvement process.</u> |
|            | X          | (a) This plan shall include:  |
|            | X          | (i) a school district level education profile as described in guidance provided periodically by the Office of Public Instruction;   |
|            | X          | (ii) the school district's educational goals in accordance with ARM 10.55.701;  |
|            | X          | (iii) a description of planned progress toward implementing all content, performance <u>descriptors</u> , and program area standards, in accordance with the schedule in ARM 10.55.603;   |
|            | X          | (iv) a description of strategies for assessing student progress toward meeting all content <del>and performance descriptors</del> standards, in accordance with ARM 10.55.603; and  |
|            | X          | (v) a professional development component, in accordance with ARM 10.55.714.   |
|            | X          | (b) <del>By May 1, 2003, the district trustees shall file their adopted five-year comprehensive education plan</del> <u>continuous school improvement plan</u> with the Office of Public Instruction and make their plan available to employees and the public  |
|            | X          | (c) The Office of Public Instruction shall develop and implement procedures, <u>in consultation with accredited school districts</u> , necessary to monitor and evaluate the effectiveness of each school <del>and district's comprehensive education plan.</del> <u>continuous school improvement</u>                |





| OK for Now | Needs Work |   |
|------------|------------|---|
| X          |            | <del>(i) Arts — October 2000;</del>   |
| X          |            | <del>(j) Library media — October 2000;</del>  |
| X          |            | <del>(k) Workplace competencies — October 2000; Major</del>   |
| X          |            | <del>(l) Vocational/technical education — October 2001.</del>   |
| X          |            | <del>(7) On or before July 1, 2004, a school district shall align its curriculum to the state content and performance standards and program area standards as adopted by the Board of Public Education. A school district shall maintain programs to align with the state's schedule for revising standards.</del>  |
|            |            | <b>10.55.602 DEFINITIONS</b>  |
|            | X          | (1) "Accreditation" means the placement of a school into a specific status based on an evaluation of the operations of the institution requiring compliance with certain predetermined minimum standards.   |
|            | X          | (2) "Attendance Centers" means an off-site educational setting or environment administratively attached to an existing school district.   |
| X          |            | (3) "Assessment" means the gathering, organizing, analyzing and evaluating information about student learning in order to monitor and measure the effectiveness of the instructional program  |
| X          |            | (4) "Asynchronous" means not occurring at the same time. "Asynchronous" refers to content, instruction, and communication between participants (e.g., students and teachers) that occurs at different times, the period of which may vary by circumstance, (e.g., e-mail, threaded discussions, homework, electronic message boards, online learning opportunities).            |
| X          |            | <del>(5) "Benchmark" means learning expectations for a student's knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points: the end of grade 4, the end of grade 8, and upon graduation (grade 12).</del>  |
|            | X          | (6) "Certification" means licensure of an educator/specialist, as issued by the state of Montana, based on completion of an approved educator preparation <del>teacher, administrator, or specialist</del> program of an accredited college/university. <del>Certification</del> <u>Licensure</u> includes <u>indicates</u> grade level(s), endorsement(s), and classification. |



**Standards of Accreditation Chapter 55**  
**Recommended Changes for Consideration ARM 10.55.701-10.55.705**  
**September 2011**

| OK for Now | Needs Work | 10.55.701 BOARD OF TRUSTEES  |
|------------|------------|--|
|            | X          | (1) The board of trustees shall ensure that the school district complies with all local, state, and federal laws and regulations.  |
|            | X          | (2) The board of trustees shall provide in each school building at least one <u>current hard copy and access to an electronic copy</u> of the accreditation standards for staff and public review.   |
|            | X          | (3) Each school district shall have <del>in writing and available to the staff and public; one current hard copy and access to the online website link of the district's written policies relating to:</del>   |
|            | X          | (a) a comprehensive philosophy of education;   |
|            | X          | (b) goals that reflect the district's philosophy of education;   |
|            | X          | (c) sequential curriculum for each program area aligned to the <u>state content standards, grade-specific learning progressions, and performance standards</u> and program area standards <del>content and performance standards approved by the Board of Public Education</del> and the district's educational goals; |
|            | X          | (d) policies establishing student assessment procedures <del>approved by the Board of Public Education</del> that ensure evaluation of the school's curricula and student learning. These procedures shall specify how and when data are to be collected, analyzed, and reported;                                      |
|            | X          | (e) policies that delineate the responsibilities of the board, superintendent, and personnel employed by the school district. The trustees shall review these policies on a regular basis and make <del>them</del> <u>policies</u> available to employees and the public <u>using the district website</u> ;           |

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| OK for Now | Needs Work |   |
|------------|------------|---|
|            | X          | (2) In cases where the intern is the only administrator hired by the district, the district shall contract with a properly licensed administrator, <u>with at least three years of experience as a superintendent</u> , for annual and periodic supervision <del>of the practice</del> of the intern throughout the school year. Such supervision shall include participation in and review of, and written concurrence in all performance evaluations of licensed staff completed by the intern. |
|            | X          | (3) <u>Should the intern fail to show sufficient and satisfactory annual progress toward completion of endorsement, then the district must dismiss the intern from practice.</u>  |
| X          |            | (4) The district superintendent shall perform administrative duties in accordance with 20-4-402, MCA.   |
|            |            | <b>10.55.703 LICENSURE AND DUTIES OF SCHOOL PRINCIPAL</b>   |
| X          |            | (1) The school principal shall:   |
| X          |            | (a) be licensed in accordance with state statutes and Board of Public Education rules;  |
|            | X          | (b) have a license endorsed at the level assigned as a principal, except where one individual serves as the single administrator for the entire district under ARM 10.55.705(1)(a) or (1)(b), where the superintendent may hold either a high school or elementary principal endorsement. <del>No individual may be assigned a total of more than 100% full time equivalent (FTE);</del>  |
|            | X          | (b) be considered appropriately assigned if the principal is enrolled in a Board of Public Education <del>approved</del> <u>accredited</u> administrator/principal internship program in the state of Montana, <del>as defined below;</del> <u>and the school is reporting annually to the OPI on the status of the intern.</u>   |





# Where To Find This Work

[Home](#) » [Programs](#) » [Accred](#) » Montana School Accreditation Standards and Procedures

Welcome to ...

▼ COMMENTS

**Comments:**

Use this form to comment on the Chapter 55 Standards of Accreditation. Include your email address if you would like a response.

I am commenting on...

Draft Recommendations ▼



Name:

Email:

**\* Comments:**

**Accreditation Standards Review – Chapter 55**

Board of Public Education (BPE) and the Office of Public Instruction provide a comprehensive review of the current accreditation rules as provided in the Administrative Rules of Montana.

[Chapter 55 Constituent Comment Form](#)  [CHAPTER 55](#) 


▶ ABOUT THE TASK FORCE


▶ TASK FORCE PURPOSE


▶ TASK FORCE MEMBERSHIP


▶ MEETING AGENDAS, MATERIALS AND OUTCOMES


▼ REPORTS AND RECOMMENDATIONS


[Draft Recommendations 601–606](#) 

[Draft Recommendations 701–705](#) 

[Draft Recommendations 706–716](#) 

[Draft Recommendations 801–805](#) 

[Draft Recommendations 901–910](#) 

[Draft Recommendations 1001–1003](#) 

▶ RELATED RESOURCES

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# October 12 and 13 meeting

Prior to the October 12 and 13 meeting most MASS regions were visited along with other K-12 education related entities, where reports on the progress of the work of the Chapter 55 Task Force were given.

The full Task Force meeting started in the afternoon of 10/12 with a report from Task Force members as to the response to the previously mentioned updates. All but one of the Task Force members gave a response report.

Many concerns and questions were expressed and there were a clear commonalities among the reports surrounding the present status of K-12 public education and the impact these standards have on schools and school budgets.



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# October 12 and 13 meeting

(continued)

A Sub-Committee met the morning of the 12<sup>th</sup> prior to the entire Task meeting to work on the beginnings of a rewrite to 10.55.604 VARIANCES TO STANDARDS toward the goal of “providing more flexibility options for schools to maintain the delivery of quality programs and services through alternative means.” as charged by Superintendent Juneau.

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Consensus was reached by the Sub-Committee and a recommendation for a concept was presented to the entire Task Force that was approved 20 Support, 2 Could live with it, 0 Could not support.

Here are the details as we have them today:



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# October 12 and 13 meeting

(continued)

- Consider rewriting title of rule to reflect the process
- Consider rewriting any portion of the rule relative to providing schools flexibility
- Keep the general intent of subsection (1), but reword as needed: *“(1) A school district may apply to the Board of Public Education through the Superintendent of Public Instruction to implement an alternative to a standard or a section of standards, **excluding standards stating statutory criteria, standards pertaining to teacher licensure or endorsement**, and content and performance standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.”*
- Review and revise Alternative to Standards Request Form once this rule is finalized to ensure it matches the intent and process defined in rule.



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# October 12 and 13 meeting

(continued)

- Decision-making process:

- Local stakeholders work together to consider, develop, prepare, and submit Alternative Standards Request to OPI.

- OPI collects Alternative Standards Requests.

- A state level Peer Group will be formed made up of representatives from across the state from associations and the field. This Peer Group will hear and consider each Alternative Standards Request and make a recommendation to the State Superintendent, who in turn makes a recommendation to the Board of Public Education for approval.

- The Peer Group will be made up of a Core Group of members who will hear all requests.

- There will be a pool of other members that will be part of the larger Peer Group to hear specific Alternative Standards Requests as needed (counselors, ...)



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# October 12 and 13 meeting

(continued)

- Decision-making process (continued):
  - The Peer Group will develop and work from a rubric when considering Alternative Standard Requests.
  - The Peer Group will work to ensure consistency across the state when considering each Alternative Standards Request and that requests are founded in sound alternative practices that allow schools to fulfill program standards but possibly not meet input standards in Chapter 55.

This concept was considered by the entire Task Force present voting as follows: 20 – I Support, 5 – I can live with this 0 – I do not support.



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# October 12 and 13 meeting

(continued)

- Blended Accreditation Model Concept – a proposal was put before the Task Force by Lance Melton to determine their level of support for a Blended Accreditation Model Concept as follows:
  - That there be two criteria sets used to determine a schools accreditation status.
    - Input standards
    - Performance measures
  - That high performance in either set of criteria could provide relief toward final accreditation status if the other criteria set are no worse than all “yellow” (See the next 2 slides).
  - This concept was discussed for more than an hour and the Task Force expressed their level of support by a vote of 15 – Tentatively Support, 5 – Need Further Details, 1 – Tentatively Not Support.



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# October 12 and 13 meeting

(continued)

|  |  |                    |                    |                |                   |
|--|--|--------------------|--------------------|----------------|-------------------|
| School ID  | School X-1                                 |                    |                    |                |                   |
|  | Accreditation Status: Regularly Accredited |                    |                    |                |                   |
| Criteria Set A   | A  | B                  | C                  | D              | E                 |
| ARM  | 10.55.601-606                              | 10.55.701 -716     | 10.55.801 - 805    | 10.55.901 -910 | 10.55.1001 & 1003 |
| Minimum Standards  |  |                    |                    |                |                   |
| Alt. Standards In Place  | N/A  | N/A                | N/A                | N/A            | N/A               |
| <div>Meets Standard</div> <div>Meets Standard with Minor Deviation</div> <div>Improvement Plan Process</div> <div>Intensive Assistance</div> |  |                    |                    |                |                   |
| Criteria Set B   | F  | G                  | H                  | I              | J                 |
| Metric   | Grade 10 - Math                            | Grade 10 - Reading | Grade 10 - Science | Drop Out Rate  | Completer Rate    |
| Performance  |  |                    |                    |                |                   |
| <div>Level 1</div> <div>Level 2</div> <div>Level 3</div> <div>Level 4</div>  |  |                    |                    |                |                   |



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# October 12 and 13 meeting

(continued)

| School ID               | School X-2    | Accreditation Status: Regularly Accredited |                 |                |                   |
|-------------------------|---------------|--|-----------------|----------------|-------------------|
| Criteria Set A          | A             | B  | C               | D              | E                 |
| ARM                     | 10.55.601-606 | 10.55.701 -716                             | 10.55.801 - 805 | 10.55.901 –910 | 10.55.1001 & 1003 |
| Minimum Standards       |               |  |                 |                |                   |
| Alt. Standards In Place | N/A           | N/A  | N/A             | N/A            | N/A               |

|                                     |
|-------------------------------------|
| Meets Standard                      |
| Meets Standard with Minor Deviation |
| Improvement Plan Process            |
| Intensive Assistance                |

| Criteria Set B | F               | G                  | H                  | I             | J              |
|----------------|-----------------|--------------------|--------------------|---------------|----------------|
| Metric         | Grade 10 - Math | Grade 10 - Reading | Grade 10 - Science | Drop Out Rate | Completer Rate |
| Performance    |                 |                    |                    |               |                |

|         |
|---------|
| Level 1 |
| Level 2 |
| Level 3 |
| Level 4 |



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# October 12 and 13 meeting

(continued)

|                | Total<br>Number of<br>Schools In<br>Blended<br>Model | All Green<br>Criteria Set<br>A (Currently<br>Regularly<br>Accredited) | All Green<br>Criteria Set<br>A <b><u>AND</u></b><br>Criteria Set<br>B | All Green<br>Criteria Set<br>A and All<br>Yellow or<br>Better in<br>Criteria Set<br>B | All Green<br>Criteria Set<br>B and All<br>Yellow or<br>Better in<br>Criteria Set<br>A | School<br>Regularly<br>Accredited<br>in Blended<br>Model |
|----------------|--|---|---|---|---|--|
| All<br>Schools | 831  | 547   | 317   | 160   | 157   | 634  |
| EL/MS          | 658  | 466   | 291   | 118   | 124   | 533  |
| HS             | 173  | 81  | 26  | 42  | 33  | 101  |

|             |       |
|-------------|-------|
| All Schools | 65.8% |
| EL/MS       | 70.8% |
| HS          | 46.8% |

|             |       |
|-------------|-------|
| All Schools | 76.3% |
| EL/MS       | 81.0% |
| HS          | 58.4% |



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# October 12 and 13 meeting

(continued)

School ID School X-3 Accreditation Status: Regularly Accredited with Minor Deviation

| Criteria Set A          | A             | B              | C               | D              | E                 |
|-------------------------|---------------|----------------|-----------------|----------------|-------------------|
| ARM                     | 10.55.601-606 | 10.55.701 -716 | 10.55.801 - 805 | 10.55.901 –910 | 10.55.1001 & 1003 |
| Minimum Standards       |               | 709            |                 |                |                   |
| Alt. Standards In Place | N/A           | N/A            | N/A             | N/A            | N/A               |

Meets Standard

Meets Standard with Minor Deviation

Improvement Plan Process

Intensive Assistance

| Criteria Set B | F               | G                  | H                  | I             | J              |
|----------------|-----------------|--------------------|--------------------|---------------|----------------|
| Metric         | Grade 10 - Math | Grade 10 - Reading | Grade 10 - Science | Drop Out Rate | Completer Rate |
| Performance    |                 |                    |                    |               |                |

Level 1

Level 2

Level 3

Level 4



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# October 12 and 13 meeting

(continued)

|                                     |                 |   |                    |                |                   |
|-------------------------------------|-----------------|---|--------------------|----------------|-------------------|
| School ID                           | School X-4      | Accreditation Status: Regularly Accredited with Minor Deviation |                    |                |                   |
| Criteria Set A                      | A               | B   | C                  | D              | E                 |
| ARM                                 | 10.55.601-606   | 10.55.701 -716  | 10.55.801 - 805    | 10.55.901 –910 | 10.55.1001 & 1003 |
| Minimum Standards                   |                 | 709   | 801                |                | 1003              |
| Alt. Standards In Place             | N/A             | N/A   | N/A                | N/A            | N/A               |
|                                     |                 |   |                    |                |                   |
| Meets Standard                      |                 |   |                    |                |                   |
| Meets Standard with Minor Deviation |                 |   |                    |                |                   |
| Improvement Plan Process            |                 |   |                    |                |                   |
| Intensive Assistance                |                 |   |                    |                |                   |
|                                     |                 |   |                    |                |                   |
| Criteria Set B                      | F               | G   | H                  | I              | J                 |
| Metric                              | Grade 10 - Math | Grade 10 - Reading  | Grade 10 - Science | Drop Out Rate  | Completer Rate    |
| Performance                         |                 |   |                    |                |                   |
|                                     |                 |   |                    |                |                   |
| Level 1                             |                 |   |                    |                |                   |
| Level 2                             |                 |   |                    |                |                   |
| Level 3                             |                 |   |                    |                |                   |
| Level 4                             |                 |   |                    |                |                   |



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(continued)

|                                     |
|-------------------------------------|
| Meets Standard                      |
| Meets Standard with Minor Deviation |
| Improvement Plan Process            |
| Intensive Assistance                |

|         |
|---------|
| Level 1 |
| Level 2 |
| Level 3 |
| Level 4 |



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# October 12 and 13 meeting

(continued)

- Blended Accreditation Model Concept (continued):
  - The cut off between Level 1 and Level 2 is a scale score of 250 for any grade on any test using the average scale score for all students.
  - If a school does not meet the standards in Criteria Set A and does not have an approved Alternative Standard Request, the status for that standard will be Regularly Accredited with Minor Deviation for no more than 3 years and will move to a lower Accreditation Status each subsequent year.



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# October 12 and 13 meeting

(continued)

- We worked our way through the 600 chunk with consensus on most, but not all of those rules.
  - We also worked our way through the 800 chunk with consensus on most, but not all of those rules.
- 
- OPI will be posting the results of that work for your review in the weeks to come.



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# October 12 and 13 meeting

(continued)

- A Sub-Committee has been working on developing rule around a framework for teacher and school leader evaluations.
- This framework is about “WHAT” should be evaluated and in the context of federal discussions of evaluation I believe this framework will attend to “professional practice”.
- This framework is based on the InTASC and ISSLC standards and align very easily with the work of Charlotte Danielson and Robert Marzano.
- The “HOW” of the evaluation process is a local decision.



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# October 12 and 13 meeting

(continued)

**10-55-701 (5)** The board of trustees of a school district shall have written policies and procedures for regularly scheduled and timely evaluation of all employed personnel. The individual evaluated shall have access to a copy of the evaluation instrument, the opportunity to respond in writing to the completed evaluation, and access to his/her personnel files. Personnel files shall be confidential.

**The evaluation system for licensed instructors used by a school district will include at a minimum the following standards:**

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.



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# October 12 and 13 meeting

(continued)

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.



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# October 12 and 13 meeting

(continued)

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.



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# October 12 and 13 meeting

(continued)

**The evaluation system for licensed administrators used by a school district will include at a minimum the following standards:**

**Standard #1: Vision of Teaching and Learning.** A school administrator facilitates the development, articulation, implementation, and stewardship of a school or district vision of teaching and learning supported by the school community in order to promote the success of all students.

**Standard #2: School Culture and Instructional Leadership.** A school administrator promotes a positive school culture, provides an effective instructional program, applies best practice to student learning, and designs comprehensive professional growth plans for staff in order to promote the success of all students.

**Standard #3: School Management.** A school administrator manages the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students.

**Standard #4: Faculty, Family and Community Collaboration.** A school administrator collaborates with faculty, families, and other community members, responds to diverse community interests and needs, including Montana American Indian communities, and mobilizes community resources in order to promote the success of all students;



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# October 12 and 13 meeting

(continued)

**Standard #5: Ethical Behavior.** A school administrator acts with integrity, fairness, and in an ethical manner in order to promote the success of all students;

**Standard #6: Social Context.** A school administrator understands, responds to, and ethically influences the larger political, social, economic, legal, and cultural context in order to promote the success of all students;

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# Where Are We Going?



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# Next Meeting 12/13 and 14

- The Task Force will working on finding consensus on the 700, 900, and 1000 chunks of Chapter 55.
  - Refining and acting on the teacher and school leader evaluation framework.
- 
- Refining the Alternative Standard Request process and rule language.
  - Completing work on the 600 and 800 rule chunks of Chapter 55.
  - Further explore and consider the performance component of a blended accreditation process and the refining the proposed model.



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# Future of This Work

- As from the beginning, this is progressive work that is building upon itself, particularly at this stage.
  - Although the Task Force is moving into the later stages of their work, we continue have a keen interest in your ideas.
- 
- The process is far from over. Once the Task Force believes is has completed it's work, their recommendations go to the State Superintendent for her review and then she takes her set of recommendations to the Board of Public Education where they begin their public input and deliberation process.



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# Questions?

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